

# Miriam Vale State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2014. The document is available on the school website and as a hard copy available by request from the school's office.

This report outlines some of the activities, achievements and foci of the Miriam Vale State School for the 2014 school year. Schools are dynamic, exciting and busy places and any report can only offer a summary of the activities and processes engaged in.

As part of the wider Miriam Vale community, the school is proud of its long history and values its unique geographical location. Miriam Vale is situated within the significant Baffle Creek water catchments, between two major regional centres and is the gateway to the southern Great Barrier Reef. These factors have become integral to the framing of the Miriam Vale State School curriculum. It is these factors that provide the context for learning at our school.

The secondary department has been part of Miriam Vale State School since 1967. This part of our school is no 'add-on' but contributes to the rich and successful continuity of learning we are able to provide for our students. Students are the focus of our school and as a P-10 campus, we are able to work collaboratively across and within the phases of learning. We recognise the developmental needs of our learners – our Early Childhood Education classes guide and stimulate learning by engaging students' curiosity and sensory information; our Middle Phase of Learning students are challenged to design investigations and to analyse and critique information in supportive and collaborative ways; our Senior Phase of Learning students are engaged in independent learning experiences – they are responsible for monitoring and extending their own learning, but are able to access expert advice and assistance as necessary.

### School progress towards its goals in 2014

Improvement items for Miriam Vale State School for 2014

- **Priority 1: Writing**
  - Strategy: Seven Steps to Writing (2 Staff members and principal) all materials to be shared through PD at school (whole staff exposure).
  - Writing moderation will take place across cohorts each term. Expectations will be made that 7 Steps to Writing will form the structure of how writing will be taught in each classroom.
  - Strategy: Funding and BOR to reflect allocation of money specifically for writing. Actions responsible officer(s) allocation of funding from budget \$17 000 writing specific.
  - Strategy: PD provided by Literacy Coach within the school to staff and then management of the data monitoring..
  - Strategy: Data collection is consistent across the school and is being utilized to inform teaching directions and the earning program of individual students in Writing. Moderated writing samples

collected every 5 weeks to align with C2C assessment timeline. Previous NAPLAN Writing Test to be administered Week 4 and Week 8, Term 1 to Years 2 to 10.

- **Priority 2: Attendance**
  - Strategy: Rewards programs based on individual, class and cohort attendance goals. Rewards will be given to attendance improvement across classes and individual attendance improvement.
  - Strategy: Parade used as a tool to provide awareness to the community and students about attendance goals. These are delivered to the students as a percentage for the week. Information is collated by Principal on a weekly basis and shared during parade. These results reflect individual achievement as well as class and cohort results.
  - Strategy: Attendance rates for all cohorts and “Everyday Counts” materials will be published in the weekly newsletter. School attendance rate will be published fortnightly in the newsletter. Through parent acknowledgement and awareness attendance should become a priority beyond the school.
- **Priority 3: Spelling**
  - Strategy:
    - Primary WTW will be embedded in the classroom curriculum and taught every day. Students will use word sorts and other activities to engage the students. Testing will be conducted regularly and moderated amongst the staff. Time allocated in the primary timetable, daily, where word sorts and spelling development tasks build spelling confidence.
    - Secondary – all secondary teachers implement WTW 15 minutes every day. Time allocated in the secondary timetable, daily, where spelling rules will be explicitly taught.
  - Strategy: C2C Spelling will be aligned with the WTW program so that spelling rules and strategies are consistent and thoroughly covered over the year. Develop spelling overview that outlines the Spelling expectations from Prep to Year 10, encompassing the rules and strategies that will be explicitly taught in each year level.
  - Strategy: Data collection is consistent across the school and is being utilized to inform teaching directions and the learning program of individual students in spelling. Weekly WTW spelling tests to occur. Term by term diagnostic WTW testing to occur. Previous NAPLAN spelling results administered Week 4 and Week 8, Term 1 for Years 2 to 10.
- **Priority 4: Explicit Instruction**
  - Strategy: Continue with the Yvana Jones Network Meetings – meet with Yvana Jones and Explicit Instruction Network Schools at least once per term. Introduce different teachers to the Yvana Jones Network meetings each term.
  - Strategy: Support teacher performance through QELi coaching model PDF completed once per semester through principal / Teacher interviews / conferencing. Principal compile and analyse the formal observation and walk through checklists and conference with teachers in regards to teaching performance using QELi Coaching Model.
  - Strategy: Explicit teaching of skills and concepts in English, Maths and Science – actions responsible Officer(s) – detailed planning for English, Maths and Science, explicitly taught and student learning monitored in every lesson.
- Priority Writing achieved:
  - Has been partially completed / implemented in 2014 and is expected to continue in 2015.
  - 2 teachers trained at ‘Seven Steps to Writing’ coaches
  - Professional Development / sharing of steps in staff meetings
- Priority Attendance achieved:
  - Provide positive reinforcement through assemblies, awards, reward days/events
  - all KLA’s.
- Priority Spelling achieved:
  - Strong focus in Early Phase P-2 on daily phonemic awareness, phonics, vocab, fluency and comprehension
  - Whole-school focus on explicit teaching of spelling rules.
- Priority Explicit instruction achieved:
  - All teachers use the I DO, WE Do, YOU DO pedagogy every lesson, every day in Primary and Secondary.

### Future outlook

Our aim is to continue to improve teacher pedagogy through our implementation of the Australian Curriculum through explicit instruction. The sole purpose is to maximize the learning outcomes for each student.

### 2015 Annual Implementation Plan

#### Priority 1. Writing

- Strategy: Cluster groups around strategic implantation of writing and moderation (as per 2014 SITIL)
  - Actions: Regularly monitoring of benchmarks and individual targets for students. Communication and feedback to students regarding writing achievement and progress.

- Strategy: On demand writing at increased frequency (daily, weekly, monthly).
  - Actions: Continue to develop the school processes around daily, weekly and monthly writing collections including explicit feedback to students.
- Strategy: Explicit instruction of: paragraphing, punctuation, sentence structure and vocabulary.
  - Actions: School wide plan written to align with 7 steps and C2C English, Accountability process for all teaching staff to implement writing across P-10.
- Strategy: Seven Steps to writing coaches to provide PD for staff around writing improvement.
  - Actions: Staff are explicitly taught the Seven Steps to Writing including ideas, organization, structure, word choice, sentence fluency and conventions.

### Priority 2. Spelling

- Strategy: Primary – WTW will be embedded in the classroom curriculum and taught every day. Students will use word sorts and other activities to engage the students. Secondary – all secondary teachers implementing WTW 15min per day.
  - Actions: Time allocated in the Primary and Secondary timetable, daily where spelling rules will be explicitly taught. Time allocated in primary timetable with the WTW program consisting of word sorts and other spelling development tasks.
- Strategy: C2C spelling will be aligned with the WTW program so that spelling rules and strategies are consistent and thoroughly covered over the year.
  - Actions: Develop a spelling overview that outlines the spelling expectations from P-10, encompassing the rules and strategies that will be explicitly taught.
- Strategy: Data collection is consistent across the school and is being utilised to inform teaching directions and the learning programs of individual students in Spelling.
  - Actions: Weekly WTW testing to occur. Term by term diagnostic collection. Previous NAPLAN spelling test administered week 4 and 8 of Term 1.

### Priority 3. Observation Coaching and Feedback Model

- Strategy: Embedded explicit instruction throughout school in all KLAs.
  - Actions: Teacher observation cycles of 5 weeks with written and or verbal feedback. Daily principal walk through classes.
- Strategy: Supporting teacher performance with PPDP and AITSL standards.
  - Actions: Semester meeting to set goals and expectations around work performance. Alignment of goals with AITSL standards. Compile and analyse the formal observation and walk through checklists and conference with teachers in regards to performance.

### Priority 4. Higher Order Thinking Skills

- Strategy: Higher Order Thinking embedded in practice in all classrooms. Differentiated learning to reflect H.O.T. strategies for “high flying’ students.
  - Actions: PD staff around HOT skills through Blooms Taxonomy. Implement differentiation surfboard to reflect HOT skills in every classroom. Checking that planning reflects differential learning and includes HOT skills for ‘high flyers’.

### Priority 5. Attendance

- Strategy: Reward programs based on individual, class and cohort attendance goals.
  - Actions: Rewards around attendance being set at 5, 10 week marks. Funding for awards to be budgeted in BOR and in consolidation with P & C.
- Strategy: Parade used as a tool to provide awareness to the community and students about attendance goals. These are delivered to the students as a percentage for the week.
- Actions: Information collated by principal on a weekly basis and shared during parade. These results reflect individual, class and cohort achievement.
  - Regular attendance data shared on parade.
  - 100% club
  - Class %
  - Primary Vs Secondary
  - Girls Vs Boys
  - Most Improved
- Strategy: Attendance rates for all cohorts and ‘Everyday Counts’ materials will be published in the weekly newsletter.
  - Actions: School attendance rate will be published fortnightly in newsletter. Parent acknowledgement and awareness should become a priority beyond the school.
    - Contact parents after every 3 days of unexplained absence.
    - Encourage parents to fill out exemption for compulsory schooling and participation form if students are going to be away for prolonged periods.
    - Failure to attend notices to go home for students who fail to attend regularly ie less than 85%

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 10

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	148	73	75	92%
2013	152	77	75	90%
2014	158	79	79	87%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

The school is located within the township of Miriam Vale approximately 100kms north of Bundaberg and 70kms south of Gladstone and as a focal point of the wider *Miriam Vale community*, has been in existence for over 115 years. As a *community in itself*, Miriam Vale State School interacts with and participates as a member of sporting, academic, artistic and cultural communities extending to, for example, Bororen, Benaraby, Gladstone and Agnes Water.

The demographic-socio economic data relating to our student body is sourced from the ACARA *MySchool* website for Miriam Vale State School. The Index of Community Socio-Educational Advantage (ICSEA) is constructed using Australian Bureau of Statistics census data: 31 % of the Miriam Vale State School student population is identified in the lowest ICSEA quarter; 61 % (38% + 23%) are identified in the middle two quarters and 7% of the student body is identified in the top quarter.

Many Miriam Vale residents are employees of large, resource- based industries in Gladstone. Life-style choices are significant factors influencing settlement and development. Hobby-farms and/or smaller acreage farms provide both life-style qualities and opportunities to engage in small agricultural pursuits.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3		17	19
Year 4 – Year 7 Primary		18	14
Year 7 Secondary – Year 10	13	14	17
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	1	2

Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Our distinctive curriculum offerings include these following features:

- The Australian Curriculum provides the framework for educating our students to build on their prior knowledge and maximise learning experiences.
- Students engage in learning through the explicit instruction pedagogy in all learning areas.
- Active After School Communities: varied activity programs offered each term for 7 week periods
- Music Enrichment Program, Strings, Recorder Band, Choirs
- Specialist HPE lessons Prep-Year 10
- Specialist Music lessons Prep-Year 6
- Wide range of elective subjects offered in secondary/middle phase of learning (Years 7-10), for example *Graphics, Drama, Legal Studies, ICT, Japanese, Home Economics, Metal Technology, Wood Technology*
- Community based projects, for example our Careers Community Work Experience Program (Yr 9), our Work Experience Placement Program and Gladstone Regional Council Careers-interviews (Yr 10).
- Music Art Drama (MAD) Nights – community showcase-performance evenings
- School Musical involving students from Years 4 to Year 10
- Dinner Theatre productions
- National Leadership Program (Sydney) – attended by student leaders, supported by local LIONS Club.
- School's swimming pool is used extensively Terms 1 and 4 for variety of water based activities

### Extra curricula activities

Miriam Vale State School places a strong emphasis on Music and the Performing Arts. Students participate in a variety of school based performances throughout the year. Students in Years 4-10 participate in the school musical that is staged in alternate years, at the Miriam Vale Community Centre.

All students participate in a classroom music program and are invited to participate in Junior Choir. The music enrichment program commenced in 2009, and involves approximately 20 students between Years 4 -10. Our instrumental music teacher teaches a variety of instruments, with the drums and guitar group playing at events within our community.

An extensive before and after school activities program is offered to all students. Purposes relate to general fitness, gross motor development and specific athletic events, for example cross-country or soccer. The Port Curtis Sports Association organises a variety of different sporting competitions, for example mixed netball, softball and soccer. Teams of Miriam Vale State School students participate in many of these inter-school competitions. Many students represent the school in a range of sports and athletic events at district, regional and state levels.

Year 10 students prepare for senior schooling by participating in a Work Experience Program, providing opportunities to experience real-life work places such as Veterinary Surgeries, Mechanical Workshops or Hospitality businesses. All secondary students participate in a Careers Program and Year 10 students develop their individual Senior Educational and Training (SET) Plans. Opportunities are taken throughout the year to both

induct and orientate our senior students to Years 11 and 12 by visits to Tannum Sands State High School. The professional and cordial collaboration between the staffs and administrations at the two schools ensures our students are easily integrated into their senior years of study.

The annual Year 9 Leadership Camp creates opportunities for our Year 9 students to demonstrate leadership skills and abilities. The students engage in a selection of team building activities and reflect on their individual roles and contributions to the school and the student community. This is an opportunity usually experienced by Year 11 students in larger regional or urban high schools – this is an example of the many benefits of a P-10 schooling facility.

Excursions & Special Events offered in 2014 included

- Combined Schools' Musical: 'Peter Pan'
- Years 5-7 Future Leaders Eco Challenge (FLEC) Reef Guardian excursion
- Benaraby Interschool Soccer Carnival
- Secondary Twilight Netball Competition Gladstone
- Gladstone District Court – Legal Studies Classes
- 'Monsters in my Wardrobe' – School Performance Tours
- CQU 'A Hero's Journey' 2 day camp at Bundaberg
- Gladstone Aquatic Centre – Attendance Reward Day
- Year 10 Transition Day Tannum Sands State High School
- Year 10 CQU 2 day camp at Rockhampton
- Year 10 Mentor Dinner
- Year 10 Graduation Evening
- Curtis Coast Literacy Carnivale
- Eisteddfod groups: competing in musical programs in Gladstone
- All Primary (Prep-Year 6): Wildlife World Childers
- Curtis Coast Literacy Carnivale

## How Information and Communication Technologies are used to assist learning

At Miriam Vale State School, 8 interactive white boards throughout the school highlight the schools on-going and extensive commitment to providing quality ICT learning opportunities. Additional data ports and power points throughout the school, enable more flexible access to a variety of machines.

ICTs, for example computers, digital cameras, digital microscope, interactive white boards, software and audio recorders etc...are useful and effective tools for learning. Students at Miriam Vale State School learn with and through ICTs but also learn about ICTs – how to access them, apply their functions and capabilities and manipulate them for a variety of educational purposes.

All primary classes have access to between 4-6 internet capable machines and classroom teachers often take advantage of the resources available in the computer laboratory. Students use these devices to conduct research investigations, interact in virtual classrooms, complete on-line activities and develop presentations to showcase their learning. The interactive white boards are used to screen images, present text of interactive analyses and to demonstrate concepts using a range of technology tools available.

Secondary students use computers to support their learning – manipulating software protocols, investigating program functions and accessing design elements – for all key learning areas. ICT based elective subjects are also provided, for example Graphics and Information Technology Systems. The interactive white boards are also used throughout secondary classes, dramatically improving the resources available to enhance learning, for example current statistical data, recent research materials, video-based footage and topical news and or current affairs articles.

## Social Climate

In our school we value and actively promote an atmosphere of happiness and caring where children learn to care about each other, to respect different points of view, to understand a sense of team and to feel valued as individuals.

Our multi-age primary structure provides a supportive learning environment, focused on building positive relationships. Students usually spend two years with the same class and very often with the same teacher or teaching team. This enables children to develop strong relationships with peers and teachers while building a sense of family and tradition which fosters excellent communication between home and school.

Our classrooms are often open spaces that are attractive engaging work spaces with flexible furniture arrangements within the classroom.

The older students support and mentor younger students and the curriculum approach utilises cooperative learning emphasising teamwork and social skills. The structures in place at Miriam Vale State School provide a stable, supportive environment for our students.

The relatively small enrolment in our Secondary Department necessitates that aspects of our primary multi-age structure are continued in the secondary years. Given the significance of social relationships and group identity to the adolescent students, this fosters both support and engagement and is regarded as a positive feature of our school.

During morning tea and lunch breaks the Resource Centre, managed and supervised by a staff member and offers a structured ‘play’ area that provides children with an alternative to independent and group play. The Secondary Department’s computer laboratory is also available at lunch times, so students are freely able to engage with technology in an interactive and supported manner.

Our school’s P-10 structure is valued and our secondary students undertake to support and encourage younger students in a range of planned and unplanned school activities

Miriam Vale State School takes a zero tolerance towards bullying. We foster healthy relationships through our social emotional programs (MMM, Life skills and Health) and regularly educate our students to take a proactive stance to eradicate bullying. Through our Nik Nak theatre group we also address bullying across all the sectors and inform students about the ramifications of being a bully. We regularly discuss the consequence of bullying at our assemblies and in our newsletter and how it aligns with our Responsible Behaviour Plan.

We value our community connections and have regular visits from other services. Our adopt-a-cop and Gladstone Regional Council Youth worker often attend our assemblies, giving messages and taking a proactive approach to supporting our students and enhancing our social climate.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	89%	83%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	95%	95%	75%
their child feels safe at this school* (S2002)	95%	100%	83%
their child's learning needs are being met at this school* (S2003)	86%	85%	75%
their child is making good progress at this school* (S2004)	91%	90%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	89%	75%
teachers at this school motivate their child to learn* (S2007)	95%	95%	75%
teachers at this school treat students fairly* (S2008)	95%	85%	75%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	83%
this school works with them to support their child's learning* (S2010)	95%	90%	83%
this school takes parents' opinions seriously* (S2011)	100%	90%	75%
student behaviour is well managed at this school* (S2012)	86%	95%	67%
this school looks for ways to improve* (S2013)	100%	100%	83%
this school is well maintained* (S2014)	100%	95%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	85%	97%	91%
they like being at their school* (S2036)	80%	88%	87%
they feel safe at their school* (S2037)	84%	90%	91%
their teachers motivate them to learn* (S2038)	87%	95%	97%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	82%	95%	91%
teachers treat students fairly at their school* (S2041)	73%	78%	77%
they can talk to their teachers about their concerns* (S2042)	70%	86%	82%
their school takes students' opinions seriously* (S2043)	74%	90%	86%
student behaviour is well managed at their school* (S2044)	68%	83%	70%
their school looks for ways to improve* (S2045)	85%	98%	94%
their school is well maintained* (S2046)	84%	91%	83%
their school gives them opportunities to do interesting things* (S2047)	81%	90%	90%



Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		86%	100%
students are encouraged to do their best at their school (S2072)		100%	92%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	85%
staff are well supported at their school (S2075)		100%	92%
their school takes staff opinions seriously (S2076)		93%	100%
their school looks for ways to improve (S2077)		100%	92%
their school is well maintained (S2078)		100%	92%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Teachers at Miriam Vale State School work in partnership with parents, the child's first teachers. The importance of communication between home and school is emphasised and parents have many opportunities to be involved in their children's education. These include:

- Informal conversations between classroom teachers and parents/carers as needs arise;
- Parental assistance in classroom where need is identified;
- Parent support in classrooms – reading groups
- Parent information nights at the beginning of each year when administration, specialist teachers and class teachers meeting with parents;
- Parent teacher interviews held during Term One and Term Three;
- Formal school reports issued at the completion of each semester;
- School newsletter each week – printed and emailed to the school community;
- A monthly Principal's report to the Parent and Citizen's Association;
- Cultural and/or social events organised by the school community, for example Family Fun Day, Open Nights, MAD Night, School Musical

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2013-2014 a number of initiatives were undertaken to enhance awareness of the school's environmental footprint and develop an action plan relating to lighting, power usage, water consumption and reducing waste generation.

Classes in the primary sector of the school audited school practices such as recycling our waste and waste management. All classes have recycle bins to collect paper and cardboard 'clean waste'. These recycle bins are collected weekly and placed into the recycle bins.

The school is an active participant in community programs such as the Reef Guardian Schools Program and the Energy Wise Program. Teachers attend professional development on these topics and students participate in the Future Leaders Eco Challenge – a Reef Guardian initiative.

The installation of additional water tanks contributed to the school's on-going commitment to self-sufficiency. The purchase of equipment to recycle and/or reuse some waste products have enabled projects such as worm farms, compost stations and bins specifically for recyclable materials.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	63,479	490
2012-2013	45,716	713
2013-2014	41,464	887

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

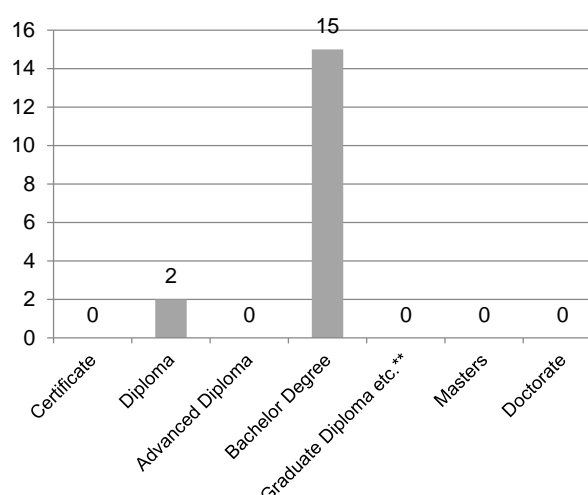
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	12	0
Full-time equivalents	14	7	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>17</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$33,000.

The major professional development initiatives are as follows:

- Explicit Instruction – various opportunities
- Writing – Yvanna Jones Writing
- EI Cluster schools – (Principal – coaches)
- Data Analysis (All staff)
- Grip Leadership – Secondary & Primary
- Classroom Profiling (A Turner)
- QELi coaching (Principal)
- QELi Future Leaders Program–
- Seven Steps to Writing – 2 staff
- Junior Secondary Training
- ACPHER Conference / Sporty Schools Conference / Austswim
- A2K Technologies Training

Miriam Vale State School has a comprehensive professional development program for all staff. Our program is designed to provide all staff with opportunities to develop their knowledge and skills in areas upon which we are focussed – English, Mathematics, Science and the Australian Curriculum. Professional Development at Miriam Vale SS also includes teachers undertaking personal, school and systematically required professional learning, based on their own identified goals in their individual Development Performance Plans.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%

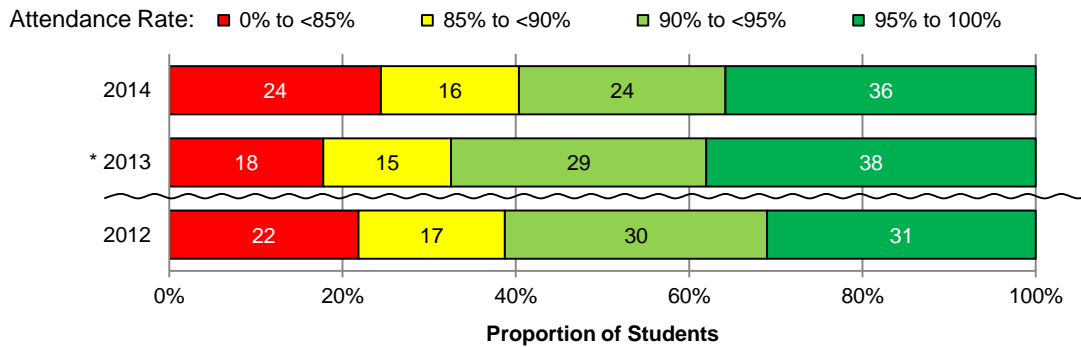
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	83%	92%	91%	88%	88%	89%	89%	91%	86%		
2013	93%	93%	89%	87%	93%	89%	88%	93%	87%	91%		
2014	90%	92%	95%	89%	90%	89%	88%	89%	92%	87%		

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- The class rolls are marked twice a day – 8:45am and 1:50pm in both Primary and Secondary sectors.
- The school will contact parents/caregivers regarding unexplained student absences of more than three days. In most circumstances the Administration and parents/caregivers are able to collaboratively establish strategies that ensure consistent and appropriate attendance at school.
- In the rare instance of repeated and/or extended periods of unexplained student absences additional support services may be involved in developing attendance routines that promote positive outcomes for our students.
- Attendance awards and cohort competitions – weekly on parade
- Encouragement and communication in newsletters ‘Everyday Counts’
- Percentages of attendance published fortnightly in the newsletters
- Reward prizes and excursions each Term

Non-attendance is recognised through daily roll marking which occurs in am and pm sessions. Attendance percentages are tracked by the administration on the OneSchool Performance dashboard and parents are regularly notified about ongoing trends. If absenteeism is ongoing the school will send letters of communication and notify appropriate authorities if necessary.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

**Achievement – Closing the Gap**

At Miriam Vale State School, staff are working to ensure all students (Indigenous and Non-Indigenous) students are achieving high levels of attendance and academic success. In recent years the progress to 'close the gap' has been successful.